



# LOS ANGELES UNIFIED SCHOOL DISTRICT

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## **Plainview Academic Charter Academy**

A DISTRICT AFFILIATED CHARTER SCHOOL

10819 Plainview Avenue, Tujunga, CA 91042

## **Renewal Petition**

Submitted  
February 21, 2017

**TERM OF PROPOSED CHARTER**

**JULY 1, 2017 TO JUNE 30, 2022**

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## ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Plainview Academic Charter Academy (also referred to herein as “Plainview ACA”, “District Affiliated Charter School” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## ELEMENT 1 – THE EDUCATIONAL PROGRAM

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### GENERAL INFORMATION

• The contact person for Charter School is:	Kenneth L. Johnson
• The address of Charter School is:	10819 Plainview Avenue, Tujunga, CA 91042
• The phone number for Charter School is:	(818)353-1790
• Charter School is in LAUSD Board District:	6
• Charter School is located in LAUSD Local District:	Local District North East
• The grade configuration of Charter School is:	Kindergarten – 5 <sup>th</sup> grade
• The number of students in the first year of this Charter will be:	319
• The grade levels of the students in the first year will be:	Kindergarten – 5 <sup>th</sup> grade
• Charter School’s scheduled first day of instruction in 2017-2018 is:	August 15, 2017
• The current operational capacity of Charter School is:  NOTE: For all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. (Operational capacity refers to the maximum number of students that Charter School may enroll in a given year and includes all students, regardless of student residence or other factors.)	400 Students
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Calendar
• The bell schedule for Charter School will be:	8:10 am to 2:34 pm
• The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

## COMMUNITY NEED FOR DISTRICT AFFILIATED CHARTER SCHOOL

Our goal in becoming an affiliated charter was to gain more school-site control on our budget, curriculum, and assessments. We wanted all stakeholders to be heard in our decisions and always have what was best for our students be our driving force.

### Surrounding Schools

LAUSD Schools	# of students 2015-2016	% of students Eligible for free/reduced lunch 2015-2016	% of Special Ed. Students 2015-2016	% of EL students 2015-2016	% of Major Ethnicity #1	% of Major Ethnicity #2	% of Major Ethnicity #3	2012-2013 API
Plainview	336	82%	13%	29%	Latino 65%	White 24%	Asian 4%	793
Apperson	418	56%	11%	13%	White 47%	Latino 42%	African American 3%	874
Brainard	186	84%	27%	19%	Latino 66%	African American 18%	White 6%	751
Mountain View	351	57%	7%	22%	White 75%	Latino 22%	Asian 2%	901
Pinewood	289	90%	10%	49%	Latino 72%	White 19%	African American 3%	784
Sunland	441	70%	16%	17%	Latino 50.5%	White 37%	Asian 6%	843

In the five years that Plainview ACA has been a LAUSD Affiliated Charter, there has been a transition in State Standardized testing and in state standards. This made our textbooks obsolete in Language Arts, Mathematics and English Language Development. LCF (Local Control Funding) has been instituted and that has changed how we develop our SPSA (Single Plan for Student Achievement), and our LCAP (Local Control and Accountability Plan) and making sure that our stakeholders are involved.

In accordance with LAUSD assessment policy, only third through fifth grade take state standardized test, kindergarten through 2<sup>nd</sup>, English Language Learners, and struggling third through fifth grade students take DIBELS, third through fifth grade students who are on grade level take TRC only, and there are no longer district periodic assessments. We felt the need for some form of unified assessment so that we could monitor all our students' progress and gather relevant data.

We review and evaluate all data reports provided by LAUSD and the California Department of Education. The main issues with many of these reports are that they are available to us the following school year and there is not one assessment that covers kindergarten through fifth grade students. We felt that we needed relevant and current data to drive our curriculum and monitor our students' progress.

We purchased a computer based assessment program to monitor all our students' growth throughout the year. The program is iReady by Curriculum &

Associates and is used by all students, kindergarten through fifth grade, to assess language arts and mathematics throughout the year. This program is online and provides students with several opportunities to use a desktop, chrome book, iPad to complete an assessment. Generally, kindergarten through second grade used the iMac desktops in the computer lab to complete their assessment and third through fifth grade use the chrome books and iPads to complete their assessments. A bonus of using an online program is that students become very familiar with online computer testing by the time they are in third grade and or must take their SBAC.

The assessments provide teachers with student proficiency levels, areas of weakness and strength, and shows growth from one assessment to the other. This program also puts students into small groups to work on specific areas of need for those students, and provides information for RTI<sup>2</sup>. The program will provide lessons in the student’s targeted areas, which are tailored specifically for that student. This is our second year with this program.

In the beginning of the school year all students take the entrance assessment. Results of the iReady assessments are used to help place struggling students into our Learning Center. In the Learning Center, students work in small groups to build their skills and close learning gaps. Students go through an 8-week cycle and then are reassessed. If gains have not been made, they may attend another 8 weeks of instruction. If there is concern about the lack of progress, and historical data, the student may go on to be reviewed by the SSPT (Student Support and Progress Team). The SSPT’s goal is to support students in acquiring linguistic, academic, behavioral, and social competencies as outlined in District BUL-6730.0.

Plainview ACA made gains in our SBAC in Language Arts. The same group of students who went from Third grade to Fourth grade made significant gains, as did the Fourth graders who went to Fifth grade. The goal is to continue to make gains in both Language Arts and Mathematics.

#### 2014 – 2015 ENGLISH LANGUAGE ARTS SBAC ACHIEVEMENT LEVELS

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	82%	49%	33%	9%	9%	18%	55
FOURTH GRADE	75%	44%	32%	21%	4%	25%	57
FIFTH GRADE	73%	47%	25%	20%	7%	27%	55
<b>Overall</b>	<b>77%</b>	<b>47%</b>	<b>30%</b>	<b>17%</b>	<b>7%</b>	<b>23%</b>	<b>167</b>

#### 2015 – 2016 ENGLISH LANGUAGE ARTS SBAC ACHIEVEMENT LEVELS

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	71%	44%	27%	21%	8%	29%	48
FOURTH GRADE	67%	39%	28%	17%	17%	33%	54
FIFTH GRADE	75%	43%	32%	23%	2%	25%	54
<b>Overall</b>	<b>71%</b>	<b>42%</b>	<b>29%</b>	<b>20%</b>	<b>9%</b>	<b>29%</b>	<b>156</b>

**2014 – 2015 MATHEMATICS SBAC ACHIEVEMENT LEVELS**

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	69%	40%	29%	22%	9%	31%	55
FOURTH GRADE	82%	42%	40%	18%		18%	57
FIFTH GRADE	82%	56%	25%	9%	9%	18%	55
<b>Overall</b>	<b>78%</b>	<b>46%</b>	<b>32%</b>	<b>16%</b>	<b>6%</b>	<b>22%</b>	<b>167</b>

**2015 – 2016 MATHEMATICS SBAC ACHIEVEMENT LEVELS**

Grade	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Meets/Exceeds Standard	# Tested
THIRD GRADE	81%	42%	40%	17%	2%	19%	48
FOURTH GRADE	74%	19%	54%	19%	7%	26%	57
FIFTH GRADE	81%	48%	33%	17%	2%	19%	54
<b>Overall</b>	<b>79%</b>	<b>36%</b>	<b>43%</b>	<b>18%</b>	<b>4%</b>	<b>21%</b>	<b>159</b>

**2014- 2015 LANGUAGE ARTS SBAC ACHIEVEMENT LEVELS IN COMPARISON**

	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Met/Exceeds Standard	# Tested
School: PLAINVIEW ACADEMC CA	77%	47%	30%	17%	7%	23%	167
Network: 151	73%	47%	25%	19%	9%	27%	5,645
LD: LD - NORTHEAST	67%	40%	27%	23%	10%	33%	42,358
District	67%	41%	26%	23%	10%	33%	272,391

**2015 – 2016 LANGUAGE ARTS SBAC ACHIEVEMENT LEVELS IN COMPARISON**

	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Met/Exceeds Standard	# Tested
School: PLAINVIEW ACADEMC CA	71%	42%	29%	20%	9%	29%	156
Network: 151	68%	43%	26%	21%	11%	32%	5,401
LD: LD - NORTHEAST	62%	36%	26%	25%	13%	38%	40,946
District	61%	36%	25%	25%	14%	39%	267,077



**2014 – 2015 MATHEMATICS SBAC ACHIEVEMENT LEVELS IN COMPARISON**

	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Met/Exceeds Standard	# Tested
School: PLAINVIEW ACADEMC CA	78%	46%	32%	16%	6%	22%	167
Network: 151	77%	45%	32%	16%	7%	23%	5,685
LD: LD - NORTHEAST	75%	46%	29%	16%	9%	25%	42,462
District	75%	47%	28%	16%	9%	25%	272,765

**2015 – 2016 MATHEMATICS SBAC ACHIEVEMENT LEVELS IN COMPARISON**

	% Not/Nearly Met Standard	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standard	% Met/Exceeds Standard	# Tested
School: PLAINVIEW ACADEMC CA	79%	36%	43%	18%	4%	21%	159
Network: 151	73%	41%	32%	19%	8%	27%	5,456
LD: LD - NORTHEAST	72%	43%	29%	17%	10%	28%	41,324
District	71%	43%	28%	17%	11%	29%	268,718

**CST TRENDS: English Language Arts**

Subgroups	Students Tested				% Proficient and Advanced			
	2009-2010	2010-11	2011-12	2012-13		2010-11	2011-12	2012-13
<b>All Students</b>	237	242	223	232	48.0	54.1	51.9	50.9
<b>African American</b>	10	7	3	3	*	*	*	*
<b>American Indian</b>	3	2	2	2	*	*	*	*
<b>Asian</b>	1	7	7	7	*	*	*	*
<b>Filipino</b>	4	8	11	12	*	*	90.9	66.7
<b>Latino</b>	138	144	129	129	48.5	47.4	44.9	41.3
<b>White</b>	81	74	71	76	47.4	62.9	53.8	66.7
<b>Socio-Eco Disadvantaged</b>	183	197	171	174	44.3	51.6	46.5	48.3
<b>English Learner</b>	77	78	80	78	38.4	48.1	36.1	38.7
<b>SWD</b>	56	56	55	52	21.4	35.8	26.5	27.1

- NOT NUMERICALLY SIGNIFICANT

**CST TRENDS: MATHEMATICS**

Subgroups	Students Tested				% Proficient and Advanced			
	2009-2010	2010-11	2011-12	2012-13	2009-2010	2010-11	2011-12	2012-13
<b>All Students</b>	237	242	223	232	56.6	62.9	55.3	69.9
<b>African American</b>	10	7	3	3	*	*	*	*
<b>American Indian</b>	3	2	2	2	*	*	*	*
<b>Asian</b>	1	7	7	7	*	*	*	*
<b>Filipino</b>	4	8	11	11	*	*	63.6	66.7
<b>Latino</b>	138	144	129	129	54.6	62.0	46.6	66.1
<b>White</b>	81	74	71	76	56.6	62.9	64.6	79.7
<b>Socio-Eco Disadvantaged</b>	183	197	171	174	53.9	61.3	50.9	67.7
<b>English Learner</b>	77	78	80	78	56.2	61.0	50.0	61.3
<b>SWD</b>	56	56	55	52	33.9	45.3	40.8	45.8

- NOT NUMERICALLY SIGNIFICANT

**API SCORES**

Year	API Score	Change
2012-2013	795	+19
2011-2012	778	-4
2010-2011	780	+18
2009-2010	762	-25

**Plainview API Ranking**

	2009-10	2010-11	2011-12	2012-13
Statewide API Rank	3	4	3	5
Similar Schools API Rank	3	4	3	5

Plainview ACA follows LASUD's Master Plan for English Learners with the goal of resignation within 5 years of student's starting point. We use LAUSD's Start Smart and ELD lessons as we await our new Language Arts/ELD series and implementation in the 2017-2018 school year. All English Learners are provided with 45-60 minutes daily of designated English Language Develop time and integrated ELD throughout the rest of the day to provide access to core curriculum. As the data shows, our students continue to make gains in CELDT Annual Growth and the percentage of Long Term English Learners continues to decrease.

**English Learner Progress**

	2011-12	2012-13	2013-14	2014-15	2015-16
Reclassification Rates Trend	15.2%	6.8%	10.3%	16%	11.3%
Percentage of Long-term ELs	12.7%	14.9%	16%	6%	3%

**ENGLISH LEARNER AMAO**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-2016
AMAO 1 – CELDT Annual Growth	21%	16%	48%	52%	56%	60%

Plainview ACA has made gains in CST science. We had a bad year in 2014 – 2015, and had to refocus on the state science standards. We continue in our Professional Development in the Next Generation Science Standards adopted by the state in 2013 and STEM. Our goal is for our students to have a firm understanding of STEM (Science, Technology, Engineering and Mathematics) and continue to make gains in their state testing.

**CST Science**

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
5 <sup>th</sup> graders scoring proficient or advanced	38%	44%	54%	56%	38	54%

Plainview ACA continues to support LAUSD’s attendance goal of 96%. Our staff will continue to set the example for our students by maintaining our 86% attendance rate. For the 2016-2017 school year, we worked with a LAUSD provided PSA counselor to target the 20% of students with chronic absenteeism. Our goal is to see a 10% decrease in the 2016 - 2017 school year end attendance. We will continue to work towards decreasing chronic absenteeism.

**PLAINVIEW’S ATTENDANCE**

Year End Attendance	2011-12	2012-13	2013-14	2014-15	2015-16
Student Enrollment	323	316	338	336	336
96 % or higher Student Attendance Rate	56%	56%	65%	59%	58%
Students with Chronic Absences		18%	16%	16%	20%
Staff with 96% or higher attendance	84%	76%	88%	84%	86%

**STUDENT POPULATION TO BE SERVED**

Currently, Plainview Academic Charter Academy accepts children who live within our school boundaries as determined by L.A.U.S.D., and a limited number of permits, on a space-available basis.

Some facts about the current population of Plainview ACA:

- \* The number of identified Gifted & Talented students is 10 (3.1%).
- \* The number of L.E.P. students are 86 (27%).
- \* The number of Special Education, including Speech students 46 students (14.4%).

Our current challenge is our growing Socioeconomically Disadvantaged students. Every year our percentage goes up keeping us Title I school-wide. Unfortunately, many

of our parents work and therefore are not available to participate in school activities such as P.T.A. meetings, Parent workshops, ELAC meetings, School Site/Governance council, and Parent conferences.

### Student Population as of February 2017

Ethnicity	# of Students	% of Students
AMERICAN INDIAN/ALASKA NATIVE		
ASIAN	9	2.8%
BLACK	9	2.8%
HISPANIC	223	69.9%
WHITE	67	21.0%
FILIPINO	11	3.4%
PACIFIC ISLANDER		
UNKNOWN		
<b>Overall</b>	<b>319</b>	<b>100.0%</b>

### Student Population by Sub Groups as of February, 2017

		# of Students	% of Students
		2016-2017	2016-2017
Program Group	Program Type	February	February
GIFTED PROGRAM	GIFTED AND TALENTED EDUCATION PROGRAM (GATE)	10	3.1%
<b>Total</b>		<b>10</b>	<b>3.1%</b>
MASTER PLAN PROGRAM	MSTR PLAN PGM - ENG. IMMERSION	72	22.6%
	MSTR PLAN PGM - MAINSTREAM	14	4.4%
<b>Total</b>		<b>86</b>	<b>27.0%</b>
SPECIAL EDUCATION	DIS - RELATED SERVICES	20	6.3%
	RESOURCE SPECIALIST PROGRAM	27	8.5%
	SPECIAL DAY PROGRAM	46	14.4%
<b>Total</b>		<b>46</b>	<b>14.4%</b>
TITLE 1 PROGRAM	TITLE 1 PROGRAM	319	100.0%
<b>Total</b>		<b>319</b>	<b>100.0%</b>
TRAVEL PROGRAM	SPECIAL ED WITH TRANSP	9	2.8%
<b>Total</b>		<b>9</b>	<b>2.8%</b>
<b>Overall</b>		<b>319</b>	<b>100.0%</b>

Our average enrollment for the past five years is 335 students and we have been Title I school-wide for the past five years. We adhere to 20 to 1 for grades kindergarten through third, and average 30 students in fourth and fifth grade. Our Title I population continues to grow and we are currently Title I school-wide.

The past five years have been a challenge to assess, monitor and make goals for student achievement due to several factors. The common core standards were

implemented, which left our Language Arts and Math series obsolete. We are currently using “My Math”, which is common core aligned and will implement a new Language Arts series for the 2017-2018 school year. Our standardized state testing has also been replaced with the SBAC which is more rigorous and aligned with state standards. Unfortunately, only 3<sup>rd</sup> through 5<sup>th</sup> grade take state standardized test and we cannot compare SBAC results to CST results. Also, LAUSD no longer provides district exams such as Open Court Unit exams, and Math Assessments. These are the issues lead us to look for a comprehensive, common core aligned assessment that all of our students can take and provide us with data that is truly reflective of our students’ learning.

## **GOALS AND PHILOSOPHY**

### **Mission Statement**

At Plainview ACA, our mission is to provide an academically challenging program that meets and exceeds academic core standards. Every child will be motivated to discover their full potential. We will provide students with skills that foster critical thinking, independence, and creativity needed to succeed in the 21<sup>st</sup> century. Plainview ACA will be a model of excellence in public education through a learning program that:

- Infuses the arts, physical education, and technology into innovative traditional, standards-based curriculum to provide a rich experience for all our students.
- Includes inquiry-based learning in our science and computer labs.
- Places an emphasis on multi-disciplinary, project-based learning that encourages our students to make connections between the curriculum and the world, surrounding them.
- Develops and advances best practices for engaging students and parents, training teachers, promoting educational excellence, collaboration, and innovation.
- Provides a solid foundation in problem solving skills that people use every day, such as communication, and working collaborative and independently.
- Emphasizes community and social values that foster builds respect and self-worth for others.
- Meaningfully involves all stakeholders (parents, students, faculty, administration, and local community partners) in the continuous improvement and success of the school.
- Focuses on the health and well-being of all students to maximize academic achievement.

### **Vision Statement**

Our vision is to provide an engaging, safe, and progressive neighborhood school at Plainview ACA, where enrichment and creative learning are incorporated in a rigorous academic program, and where students are encouraged to challenge themselves to become critical thinkers. Our goal is to instill in our students the communication and technology skills they need to compete in the ever-changing global professional arena.

## **What It Means to be an “Educated Person” in the 21<sup>st</sup> Century**

Plainview ACA believes an educated person of the 21st century is creative, critical thinker that can collaborate and work well with others and keeps a continuous thirst for knowledge. These individuals are self-confident, self-motivated, self-aware, life-long learners that are active participants in their community. It is our goal that our students will graduate high school prepared for a multi-cultural world that is globally interconnected. Being a part of the ever-changing and fast-paced information age, an educated person is technologically savvy, curious, and productive.

Students at Plainview ACA will take responsibility for their own learning. They will be able to gain valuable information and insights from concrete experiences in-order to develop positive problem-solving and critical thinking skills. “Learning involves much more than a process in which a student receives and assimilates information passively. Rather, it is an active process in which students must process information, by extracting, analyzing, evaluating, organizing and synthesizing information, so that it can be readily retrieved and used in problem solving.” (Columbia University of Graduate of Arts and Sciences, 2011)

Students will make more efficient and meaningful choices to expand inter- and intra-personal relationships. Plainview Academic Charter Academy students will reason, question, and inquire. They can apply the scientific methods of investigation and think flexibly about complex systems, whether abstractly or creatively.

To be effective in the 21st Century, students must be able to exhibit a range of functional and critical thinking skills related to information, media, and technology. This requires knowledge and expertise that is mastered through problem solving, communication, and collaboration. Students need the ability to collaborate and make individual contributions on a global scale to work and contribute to the modern world.

Students must be prepared with creative and innovative skills to become successful adults. “The illiterate of the 21<sup>st</sup> century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.” (Alvin Toffler, *Educated Person in the 21<sup>st</sup> Century*, 2010)

## **How Learning Best Occurs**

Plainview ACA recognizes that learning best occurs when the community is immersed in a culture of education that both challenges and nurtures the development of individuals. Our teachers, parents, and community members collaborate to create an environment and culture that is inherently reflective of our school, home, and community.

Learning best occurs when all stakeholders fulfill their joint, collaborative responsibility to provide this culture of education for every child. Working together creates an atmosphere focused upon the importance of education, which in turn inspires shared learning. “We must instill curiosity, which is fundamental to lifelong learning.” (Lee Herman, Alan Mandell, *From Teaching to Mentoring*) The use of project-based, culturally relevant curriculum is a means for engaging students in real world problems, human issues, and investigating hypothesis. Students are expected to work collaboratively and independently on various projects and assignments.

Plainview Academic Charter Academy serves as an academic arena to develop a desire for lifelong learning in all our students. Plainview ACA believes in the whole child approach to learning, teaching, and community engagement. Our school provides a safe, supportive, and challenging environment that encourages students to maximize their learning potential through integrated learning experiences.

Dedicated administrative staff, highly-qualified teachers, support personnel, and diverse classrooms provide optimal opportunities for every child to be reached and supported in their educational development. Classroom instruction considers the multiple modalities of learning and the differences of abilities among students. Research has shown that, "learning styles teach us that we should present materials in multiple ways: with visual aids—such as charts, graphs, tables, film clips, and illustrations—demonstrations, hands-on activities, small group discussions and simulations." (Columbia University Graduate School of Arts and Sciences, 2011)

**Local Control Funding Formula (LCFF) Requirements**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) in accordance with District policies and procedures, as they may be amended from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." (Ed. Code § 47606.5(e).)

<b>LCFF STATE PRIORITIES-BASIC SERVICES</b>										
GOAL #1										
<p>To provide and maintain Basic Services for students the school will assign teachers in accordance with their credentials, including subject matter and EL authorizations. The school will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter. The school will achieve and maintain an overall "good" rating or equivalent on annual review(s) of school facilities.</p>	<p style="text-align: center;">Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <hr style="border: none; border-top: 1px solid black;"/> <p style="text-align: center;">Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7								
<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									
Specific Annual Actions to Achieve Goal										
<ul style="list-style-type: none"> <li>Annual review of school compliance with credentialing, assignment requirements, and of teacher hiring procedures by Principal</li> <li>Annual Williams instructional materials review and certification process</li> <li>Annual budget review and planning to ensure funds are available for instructional materials</li> <li>Internal and/or District annual review(s) of the state and condition of its facilities</li> <li>Ongoing maintenance and repair log, with bi-annual inspection of school facilities by Plant Manager and Principal Annual review of ELD and special education programs to identify and obtain all instructional materials needed.</li> </ul>										

**Expected Annual Measurable Outcomes**

**Outcome #1:** Plainview ACA will assign 100% of teachers in accordance with their credentials, including subject matter and EL authorizations.

**Metric/Method for Measuring:** Annual Review of School Compliance with Credentialing and Assignment Requirements

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** Plainview ACA will achieve and maintain an overall “good” rating or better on annual review(s) of school facilities.

**Metric/Method for Measuring:** Internal and District Annual Review

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
English Learners	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Socioeconomically Disadvantaged Students	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating
Foster Youth	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating	“Good” or Better Rating



Students with Disabilities	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
African American Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
American Indian/Alaska Native Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Asian Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Filipino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Latino Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Native Hawaiian/Pacific Islander Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
Students of Two or More Races	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating
White Students	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating	"Good" or Better Rating

**Outcome #3:** Plainview ACA will provide 100% of students with sufficient access to 100% of standards-aligned instructional materials necessary to participate fully in the educational program described in the school charter.

**Metric/Method for Measuring:**

Annual Williams Instructional Materials Review and Certification Process

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	100%	100%	100%	100%	100%	100%
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	100%	100%	100%	100%	100%	100%

Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

## LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

### GOAL #2

The school will follow the English Language Development Common Core academic standards in-order for English Language Learners to gain academic content knowledge and English language proficiency	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	

### Specific Annual Actions to Achieve Goal

Maintain an effective English Language Development program for English language learners that includes: <ul style="list-style-type: none"> <li>Teacher directed Designated English Language Development lessons daily</li> <li>Integrated English Language Development lesson across all curricular areas</li> <li>Monitoring students' progress and reclassifying students as soon as they are eligible</li> </ul>
---

### Expected Annual Measurable Outcomes

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
<b>Outcome #1:</b> Percentage of students reclassifying						
<b>Metric/Method for Measuring:</b> Reclassification Roster						
All Students (Schoolwide)						
English Learners	11%	12%	13%	14%	15%	16%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Percentage of English Language Learners that score proficient on the CELDT

**Metric/Method for Measuring:** Annual school CELDT report

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners	49%	51%	53%	55%	57%	59%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:** Percentage of students who score Benchmark on all subtests of DIBELS

**Metric/Method for Measuring:** DIBELS student report

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners	46%	48%	50%	52%	54%	56%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races						
White Students						

## LCFF STATE PRIORITIES-PARENTAL INVOLVEMENT

### GOAL #3

Plainview ACA increase the number of parents completing the School Experience Survey and percentage of parents trained on academic initiatives and ways in which to support their child's learning.

Related State Priorities:

- |                                       |                            |                            |
|---------------------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1            | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2            | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input checked="" type="checkbox"/> 3 | <input type="checkbox"/> 6 |                            |

Local Priorities:

- :  
:

### Specific Annual Actions to Achieve Goal

- Maintain an effective program for parent and family involvement that includes:
- meaningful opportunities for providing and gathering parental input
  - involving parent stakeholders in sharing and receiving information
  - teaching and learning how to support the educational program

### Expected Annual Measurable Outcomes

**Outcome #1:** Percentage of parents completing the School Experience Survey annually

**Metric/Method for Measuring:** School Experience Survey & School Report Card

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	48% (all parents)	50%	52%	54%	56%	58%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Percentage of parents that feel they are a partner with this school in decisions made about my child's education.

<b>Metric/Method for Measuring: School Experience Survey and School Report Card</b>						
APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	90% (all parents)	91%	92%	93%	94%	95%
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:** percentage of parents trained on academic initiatives by providing a minimum of four workshops annually.

**Metric/Method for Measuring: School Experience Survey & Report Card**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	100%	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)	100% (Maintain)
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races						
White Students						

## LCFF STATE PRIORITIES-STUDENT ACHIEVEMENT

### GOAL #4

The school will annually increase the number of students achieving proficiency level and above as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Related State Priorities:

- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5            | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6            |                            |

Local Priorities:

- :  
:

### Specific Annual Actions to Achieve Goal

- The school will annually identify the need to improve and monitor the design and delivery of a high-quality Common Core State Standards-driven educational program to (1) yield improved academic performance outcomes for all students, including English Learners, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development
- Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications.
- Monitor Long Term English Learners (LTEL's) progress (Language Acquisition Team)
- Utilize class-size reduction teacher to target needs of EL students
- Utilize the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas

### Expected Annual Measurable Outcomes

**Outcome #1:** The percentage of students that met standard/exceeded standard in Language Arts on the CAASP/SBAC

**Metric/Method for Measuring:** California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	30%	32%	35%	38%	42%	45%
English Learners	27%	29%	32%%	35%	38%	41%
Socioeconomically Disadvantaged Students	25%	27%	30%	33%	36%	39%
Foster Youth	28%	30%	33%	36%	39%	42%
Students with Disabilities	15%	17%	20%	23%	26%	29%
African American Students	25%	27%	30%	33%	36%	39%
American Indian/Alaska Native Students	12%	14%	17%	20%	23%	26%
Asian Students	24%	26%	29%	32%	35%	38%

Filipino Students	25%	27%	30%	33%	36%	39%
Latino Students	28%	30%	33%	36%	39%	42%
Native Hawaiian/Pacific Islander Students	15%	17%	20%	23%	26%	29%
Students of Two or More Races	30%	32%	35%	38%	42%	45%
White Students	27%	29%	32%%	35%	38%	41%

**Outcome #2:** The percentage of students that met standard/exceeded standard in Mathematics on the CAASP/SBAC

**Metric/Method for Measuring:** California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	27%	29%	32%%	35%	38%	41%
English Learners	25%	27%	30%	33%	36%	39%
Socioeconomically Disadvantaged Students	28%	30%	33%	36%	39%	42%
Foster Youth	15%	17%	20%	23%	26%	29%
Students with Disabilities	25%	27%	30%	33%	36%	39%
African American Students	12%	14%	17%	20%	23%	26%
American Indian/Alaska Native Students	24%	26%	29%	32%	35%	38%
Asian Students	25%	27%	30%	33%	36%	39%
Filipino Students	28%	30%	33%	36%	39%	42%
Latino Students	15%	17%	20%	23%	26%	29%
Native Hawaiian/Pacific Islander Students	30%	32%	35%	38%	42%	45%
Students of Two or More Races	27%	29%	32%%	35%	38%	41%
White Students	24%	26%	29%	32%	35%	38%

**Outcome #3:** Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

**Metric/Method for Measuring:** Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	20%	22%	24%	26%	28%	30%
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A

Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

## LCFF STATE PRIORITIES-STUDENT ENGAGEMENT

### GOAL #5

Plainview ACA will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes.

- Related State Priorities:
- |                            |                                       |                            |
|----------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4            | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6            |                            |

- Local Priorities:
- :
- :

### Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 days
- Maintain attendance incentive programs
- Utilize PSA counselors to contact families whose student is absent more than 7 days during the school year, and strengthen the home-school partnership regarding attendance
- Decrease the number of students missing 16 or more school days each year
- Conduct monthly recognition attendance awards assemblies
- Conduct SST, SSPT for students with chronic absenteeism to provide intervention services and referrals

### Expected Annual Measurable Outcomes

**Outcome #1:** Plainview ACA will annually increase the number of students that attend 173-180 days each school year (i.e. achieve individual attendance rate of 96% or higher).

**Metric/Method for Measuring:** Student Attendance Rates

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	78%	81%	84%	87%	90%	93%
English Learners	81%	84%	87%	90%	93%	96%
Socioeconomically Disadvantaged Students	79%	82%	85%	88%	91%	94%
Foster Youth	65%	68%	71%	74%	77%	80%
Students with Disabilities	85%	88%	91%	94%	97%	100%



African American Students	87%	90%	93%	96%	99%	100%
American Indian/Alaska Native Students	88%	91%	94%	97%	100%	100%
Asian Students	65%	68%	71%	75%	77%	80%
Filipino Students	78%	81%	84%	87%	90%	93%
Latino Students	77%	80%	83%	86%	89%	92%
Native Hawaiian/Pacific Islander Students	79%	82%	84%	87%	90%	93%
Students of Two or More Races	65%	68%	71%	74%	77%	80%
White Students	85%	88%	91%	94%	97%	100%

**Outcome #2:** Plainview ACA will decrease annually the number of students with chronic absenteeism (missing 16 days or more each school year or an attendance rate of 91% or lower schoolwide).

**Metric/Method for Measuring:** Student Attendance Rate

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	15%	14%	13%	12%	11%	10%
English Learners	12%	11%	10%	9%	8%	7%
Socioeconomically Disadvantaged Students	13%	12%	11%	10%	9%	8%
Foster Youth	12%	11%	10%	9%	8%	7%
Students with Disabilities	13%	12%	11%	10%	9%	8%
African American Students	11%	10%	9%	8%	7%	6%
American Indian/Alaska Native Students	12%	11%	10%	9%	8%	7%
Asian Students	10%	9%	8%	7%	6%	5%
Filipino Students	10%	9%	8%	7%	6%	5%
Latino Students	13%	12%	11%	10%	9%	8%
Native Hawaiian/Pacific Islander Students	7%	6%	5%	4%	3%	2%
Students of Two or More Races	12%	11%	10%	9%	8%	7%
White Students	11%	10%	9%	8%	7%	6%

**Outcome #3:** N/A

**Metric/Method for Measuring:** N/A

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	N/A	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

### LCFF STATE PRIORITIES-COURSE ACTION

#### GOAL #7

Plainview ACA will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music, Physical Education) to **100% of its students** every year.

Related State Priorities:

- |                            |                            |                                       |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8            |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |                                       |

Local Priorities:

- :  
:

#### Specific Annual Actions to Achieve Goal

- Conduct an annual review of the school’s master schedule, student schedules, and other information.
- Classroom daily schedules will be posted for all core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science and offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music)

#### Expected Annual Measurable Outcomes

**Outcome #1:** Plainview ACA will provide the core subjects of English/Language Arts, Mathematics, History/Social Studies, and Science to **100% of its students** every year.

**Metric/Method for Measuring:** Method for Measuring: Annual Review of Master Schedule and Student Schedules

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects	Maintain 100% of students having access to the core subjects



**Outcome #2:** Plainview ACA will offer a comprehensive enrichment program (Science Lab, Media Lab, Dance, Music) to 100% of its students every year.

**Metric/Method for Measuring:** California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

				program		
Filipino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

**Outcome #3: Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						
Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						

White Students						
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## LCFF STATE PRIORITIES-OTHER STUDENT OUTCOMES

### GOAL #7

Plainview ACA will implement a strategic intervention system school wide in Language Arts in Math that is accessible to 100% of students who need additional academic support.

Related State Priorities:

- |                            |                            |                                       |
|----------------------------|----------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8            |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 |                                       |

Local Priorities:

- :  
 :

### Specific Annual Actions to Achieve Goal

- Purchase and maintain licenses for on-Line Math and ELA Intervention Systems
- Provide on-going training for teachers on implementation of on-Line Math and ELA Intervention Systems
- Provide access to technology (Classroom Computers, Tablets, and Computer Lab)

### Expected Annual Measurable Outcomes

**Outcome #1:** Plainview ACA will implement iReady Diagnostic & Instruction school wide in Mathematics that is accessible to 100% of students to increase competencies in concepts and skills.

**Metric/Method for Measuring:** Diagnostic Assessments, iReady Diagnostic & Instruction built-in Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction
English Learners	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction



Students of Two or More Races	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction
White Students	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction	Maintain 100% of students having access to iReady Diagnostic & Instruction

**Outcome #1:** Plainview ACA will implement the new district provided Reading Program school wide in Language that is accessible to 100% of students to increase Reading Comprehension and Reading Fluency.

**Metric/Method for Measuring:** District Diagnostic Assessments (DIBELS & TRC), iReady Assessments, Student Work Samples, District Interim Block Assessments

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
English Learners	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Socioeconomically Disadvantaged Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Foster Youth	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students with Disabilities	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
African American Students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of students	Maintain 100% of	Maintain 100% of students	Maintain 100% of students



	having access to the school's enrichment program	having access to the school's enrichment program	having access to the school's enrichment program	students having access to the school's enrichment program	having access to the school's enrichment program	having access to the school's enrichment program
American Indian/Alaska Native Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Asian Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Filipino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Latino Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Native Hawaiian/Pacific Islander Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
Students of Two or More Races	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program
White Students	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program	Maintain 100% of students having access to the school's enrichment program

**Outcome #3: Metric/Method for Measuring:**

APPLICABLE STUDENT GROUPS	Baseline	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
All Students (Schoolwide)						
English Learners						
Socioeconomically Disadvantaged Students						

Foster Youth						
Students with Disabilities						
African American Students						
American Indian/Alaska Native Students						
Asian Students						
Filipino Students						
Latino Students						
Native Hawaiian/Pacific Islander Students						
Students of Two or More Races						
White Students						

**How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Life-Long Learners**

Students at Plainview ACA develop lifelong learning and inter-personal skills. They develop positive social and community ethics and values. Plainview ACA uses the “Second Step” program and is implementing “Restorative Justice”. These programs help to build character, develop self-esteem, and a sense of responsibility for themselves and to their community.

**1. Leadership, Collaboration and Cooperation:** Students know and can demonstrate the adaptive and associative skills appropriate for their grade level. Students develop the skills necessary to become successful leaders and collaborators.

**2. Goal Setting:** Students learn to set their own short-term and long-term academic goals in-keeping with their abilities and based on a high-level of expectations inherent in the school community. Students are challenged to continuously set and re-evaluate personal goals.

**3. Critical Thinking and Problem Solving:** Students learn to be effective problem solvers and develop critical-thinking skills.

**4. Self-Discipline:** Students learn to control their behavior and respect and uphold the values of the community. Students are taught Plainview AC A’s Core Values of: Respect, Responsibility, and Safety.

**5. Citizenship:** Students learn and practice their civic rights and responsibilities, and have an appreciation of their impact on their immediate community and the larger world.

## INSTRUCTIONAL DESIGN

### **Our Vision for Student Outcomes**

Plainview ACA's curriculum includes an integrated, inquiry-based K-5 curriculum aligned with California state standards in all areas. Cross-curricular, project-based learning is enhanced by using drama, art, and technology, and there is a strong emphasis on hands-on learning utilizing our new computer lab, and science lab. Plainview ACA program embraces the following key elements:

**1. *Standards are Essential:*** Clear and public state standards for what students should learn at benchmark grade levels are a crucial aspect of making sure we are meeting the academic needs of all students. They also serve as a guide for teachers, administrators, parents, and students themselves as to the specific basic knowledge and skills the students must master.

**2. *Challenging Curriculum:*** Standards are accompanied by a rigorous curriculum that is aligned with those standards. The goal of Plainview ACA is to provide a challenging 21st Century curriculum that will not only meet, but also exceed the minimum thresholds established by the District and the state.

**3. *Teachers Matter:*** Teachers are held to high standards, and they need to be knowledgeable of the latest research, methodologies, and pedagogies. Strategies for significant and on-going teacher professional development using the selected curricula is included in Plainview ACA's program.

### Curriculum and Instruction

Charter School shall comply with and implement all applicable District policies and procedures, as they may change from time to time, related to implementation of curriculum and instruction to meet the California content and performance standards, including the Common Core State Standards, and CAASPP.

### **Desired Outcomes of the School's Instructional Program**

**1. *Language Arts:*** Students will become effective communicators. They will be able to read, write, listen, and speak effectively meeting the requirements of the English Language Arts Common Core standards for their grade level. Students will be able to incorporate the language of all disciplines across the curriculum and give concrete examples when writing and speaking. Furthermore, they will actively read, listen, and can locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

**2. *Mathematics:*** Lessons will be presented in an exciting, enriching, and engaging manner with the use of technology and manipulatives. Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own

real world word culturally relevant problems to gain further their understanding of the math processes.

**3. Science:** Students will acquire proficiency in the fundamental concepts and terms of the various disciplines of Life Sciences, Earth and Space Sciences, Physical Sciences and Engineering Design Process. They will attain proficiency by engaging in inquiry-based experiments and project-based units. Students will formulate their hypothesis and utilize experiments demonstrating the scientific method as they engage in hands-on critical thinking experiments in our science lab. They will apply their skills to gain further understanding of the California Next Generation Science Standards.

**4. History and Social Studies:** Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance of various populations. "Without a sense of history, no man can truly understand the problems of his own time." (*Sir Winston Churchill*)

**5. Technology:** Students will become familiar with desktop computers, Chrome books and iPads. They will use iReady, Accelerated Reader, word processing and other applications to enhance their core curriculum and prepare them for a technologically advanced society. Students will develop skills and be familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, Photoshop, Keynote, PowerPoint, etc. Students will understand the use of current technology and its real-world applications. Students will learn to navigate the Internet safely while conducting research.

**6. Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction. Currently, LAUSD provides a full year of one discipline and one semester of another discipline.

**7. Physical Education:** Students will build a healthy, balanced body, and mind through various intramural sport activities and drills. All Physical Education standards and mandates will be addressed with the dedicated time of 200 minutes for psychomotor skills development.

### **C. Frequency and Methods by which Students Are Assessed**

Plainview Academic Charter Academy believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

Prior to the new school year, all teachers receive test data of their students at our first professional development meeting. The data is analyzed from the prior year and an instructional agenda is formulated based on the needs of each student.

We use a variety of assessment tools to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, administration examines and discusses data with teachers on an on-going basis throughout the year.

Standardized assessments may include, but are not limited to: C.S.T. (yearly), C.E.L.D.T. (yearly), California Treasures (as directed), District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (4th and 5th grade - 3 times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how a student or students are performing in relation to other students who take the same test.

Authentic assessments are on-going and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. Also, known as performance assessments, they allow for meaningful application of essential knowledge and skills.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction

### **Transitional Kindergarten**

Charter School shall comply with all applicable legal requirements and District policy regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

At Plainview ACA, Transitional Kindergarten students follow the LAUSD provided curriculum. In April, Transitional kindergarten students are evaluated by their teacher and the administrative staff on their individual progress. If the student has met the required academic criteria and is emotionally mature enough, they may promote to first grade. A parent conference is held for all Transitional kindergarten students so that parents understand why their child is or is not promoting to the first grade and to get their permission for students to go onto first grade.

### **Academic Calendar and Schedules**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960. Charter School shall comply with all applicable District policies and procedures, and provisions of LAUSD collective

bargaining agreements (CBAs), as they may change from time to time, related to work year, academic calendars, and schedules.

Plainview ACA will continue to follow the Traditional Academic Calendar set forth by the Los Angeles Unified School District. Regular days start at 8:10 and dismissal is at 2:34 pm. Every Tuesday is a banked day and dismissal is one hour earlier at 1:34 pm. There is a total of 10 altered days, 8 minimum days with dismissal at 12:49 pm. and two shortened days with dismissal at 1:54 pm.

**Bell Schedule:**

Teachers have the flexibility to design their daily classroom schedule. The bell schedule for the Plainview Academic Charter Academy will be:

Standard Schedule:

8:05 am	Warning Bell	
8:10 am	School Begins –Language Arts	110 minutes
10:00 am	Recess Begins	20 minutes
10:20 am	Recess Ends – Physical Education, Math	110 minutes
12:10 pm	Lunch Begins	40 minutes
12:50 pm	Lunch Ends – Social Studies, Health, Science, Arts	104 minutes
2:34 pm	Dismissal	

Shortened Day

8:05 am	Warning Bell	
8:10 am	School Begins – Language Arts	110 minutes
10:00 am	Recess Begins	20 minutes
10:20 am	Recess Ends – Physical Education, Math	110 minutes
12:10 pm	Lunch Begins	40 minutes
12:50 pm	Lunch Ends - Social Studies, Health, Science, Arts	64 minutes
1:54 pm	Dismissal	

Banked Tuesday

8:05 am	Warning Bell	
8:10 am	School Begins - Language Arts	110 minutes
10:00 am	Recess Begins	20 minutes
10:20 am	Recess Ends - Physical Education, Math	110 minutes
12:10 pm	Lunch Begins	
12:50 pm	Lunch Ends	40 minutes
1:29 pm	Dismissal – Character Development, Science, Health, Arts	39 minutes

Minimum Day

8:05 am	Warning Bell	
8:10 am	School Begins - Language Arts	140 minutes
10:30 am	Brunch/Recess	30 minutes
11:00 am	Brunch/Recess Ends - Physical Education, Math	109 minutes
12:49 pm	Dismissal	

## **Mathematics Placement Act**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **High School Exit Examination**

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

## **WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students, and shall thereafter maintain WASC accreditation always.

## **PROFESSIONAL DEVELOPMENT**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to staff professional development.

We maintain a LAUSD waiver to have early dismissal on all Tuesdays for Professional Development. As a staff, we decide what our focus areas will be for the year. We also adhere to the mandated topics provided by the district for the given school year.

Professional Development is an on-going component of Plainview AC A. It is an effective tool used to design the curricular needs of our students and teachers. Professional Development topics are driven by the students' and staff's needs and interests, which are then forwarded to the Leadership Committee for formalization of appropriate training and products. Plainview AC A's Professional Development program is subject to the approval, implementation, and scheduling by the entire staff. In addition, Plainview A CA participates in site-level, District professional development activities, and conferences.

As of the 2016-2017 school year, our professional development emphasis is student writing to continue support of implementation of "Write from The Beginning and Beyond, English Learners", NGSS implementation (Next Generation Science Standards). We will be adopting a new Language Arts/Intervention/ELD series in the 2017-2018 school year and there will be Professional Development provided to the teachers.

Although we do not have a district provided Intervention Program, we continue to utilize current R.T.I.<sup>2</sup> strategies and explore new areas for improvement in R.T.I.<sup>2</sup> instruction. Teachers can also use specific lesson in DIBELS and iREADY to address intervention.

Plainview ACA is implementing "Restorative Justice" and "Second Step" character



building programs. Restorative Justice practices promote values and principles that use inclusive, collaborative practices for being in a community. Restorative Justice practices help schools create and maintain a positive school culture and climate. Restorative Justice practices:

- Build community
- Celebrate accomplishments
- Intervene in offending behavior
- Transform conflict
- Rebuild damaged relationships
- Reintegrate students into the learning environment

Second Step is comprehensive program that develops self-regulation skills, social-emotional competencies and school connectedness.

Plainview ACA will also implement the “Harvest of the Month” program in the Spring of 2017. The Harvest of the month program allows students to taste and explore a different California grown fruit or vegetable each month. The in-classroom taste testing gives students the opportunity to experience healthy foods and to learn about them at the same time. The program motivates and empowers students to increase their consumption and enjoyment of a variety of colorful fruits and vegetables and to engage in physical activity every day. “According to a recent study of 4<sup>th</sup> and 5<sup>th</sup> grade Harvest of the Month students, post curriculum increases fruit and vegetable consumption and knowledge. The Harvest of the Month program is a joint project of the Network for a Healthy California, L.A.U.S.D., and the Food Services Division.” (Network for a Healthy California, California Department of Public Health, 2010)

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

As a District affiliated charter school, Charter School shall implement the provisions of the District’s *English Learner Master Plan*, as it may change from time to time, and comply with all applicable federal and state laws and District policies and procedures related to the implementation of the *English Learner Master Plan*.

Currently, based upon their CELDT level, English Learners have 45-60 minutes of daily, designated English Language Development instruction. Throughout the remainder of the day, there is integrated English Language Development instruction where Specially Designed Academic Instruction in English (SDAIE) teaching strategies are used for access to core curriculum by English Learners. Teachers refer to English Language

Development standards to design lessons to monitor students’ progress towards English language mastery and re-designation.

The Categorical Programs Advisor monitors the English Learner Program. New enrollees are identified as possible English Learners by their Home Language Survey

on their District enrollment form. They are administered the CELDT (California English Language Development) test. The initial CELDT is corrected by the Categorical Programs Advisor and the results are used temporarily until the official results are given by the state.

Placement is determined by following District guidelines. Students with the same CELDT overall scores are grouped together. At Plainview ACA, CELDT levels 1-3 are in one classroom and 4-5 are in the other classroom. When we have 3 classrooms per grade level, student data is used to split the English Learners into three groups on that grade level.

The Categorical Programs Advisor monitors the English Learner program by reviewing district rosters and reports monthly, sharing that information with teachers, tracking students close to resignation, providing professional developments to improve teachers' skills. The Categorical Programs Advisor also reviews EL information after critical dates of data drops to reclassify students and to provide teachers with the most current information on their EL students.

When a student is identified as a Long-Term English Learner (LTEL), the Categorical Programs Advisor meets with the teacher to review the student's academic data and to create a strategy to help that student meet Reclassification criteria, if possible. Some students, who have an I.E.P. may not meet the reclassification criteria.

To ensure that our teaching staff has the knowledge and skills necessary to address the needs of English Learners in core content areas, Plainview Academic Charter Academy will provide professional development in areas of need. The principal and Categorical Programs Advisor verify that teachers are utilizing professional development opportunities that are provided by L.A.U.S.D. and that all E.L.D. teachers are highly qualified as defined by N.C.L.B and State laws.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

Charter School shall use LAUSD's Gifted and Talented Education (GATE) student identification process, adhere to District policies and procedures regarding GATE, and reimburse the District for GATE testing and processing in accordance with the "General Fund School Program Manual" or equivalent as it may change from time to time.

Teachers will provide **G.A.T.E.** students with lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. They will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing, and identifying what they have learned through analysis and synthesis of this information. Additionally, the students will present an outcome whether verbal or written at their appropriate academic level.

Plainview Academic Charter Academy is committed to provide **G.A.T.E.** students with opportunities to study the core curriculum in depth and at an accelerated pace. Higher-level creative and logical thinking activities provide for the depth, complexity, and novelty that define a high quality gifted program. The classroom teacher differentiates curriculum and professional development provides opportunities for teachers to meet the needs of **G.A.T.E.** students. Classroom teachers will employ several differentiation strategies, including tiered assignments, flexible skills grouping, and independent projects.

## **Students Achieving Below Grade Level**

All students are assessed at the beginning of the year with the District provided DIBELS and our assessment program, iReady. These two assessments, along with teacher observation, grade level assessments, and prior report card grades determine if a student is below grade level and/or which area they are struggling. We provide intervention during school in our Learning Center, which is a pull-out program. Students also work in small groups in the classroom at Independent Work Time on their areas of need. DIBELS and iREADY both provide lessons for struggling students. Students are reassessed to monitor progress. Our goal is to have each student perform at least at the proficient level. The curriculum and structure is designed to maximize the learning opportunities of low achieving students. Low achieving students are thoroughly integrated into the entire student body and fully participate in all aspects of the curriculum.

Students are assessed on DIBELS and iREADY three times a year, at the beginning, the middle of the year, and at the end of the year. This data along with report card grades, and teacher observations determines who attends the Learning Center.

Highly qualified Teacher's Assistants, under the supervision of the Categorical Programs Advisor, work with students assigned to the Learning Center. This program is designed to address the needs of our far below grade-level students. Lessons are developed in collaboration with the classroom teacher, DIBELS progress monitoring and iREADY intervention lessons. Students are taught in a small group setting based on their area of need. They receive instruction 3 days a week for approximately 30 minutes. Students are monitored and assessed on an ongoing basis. Modifications and adjustments to the curriculum are determined by data results. Students who fail to make significant gains and cannot get on grade level are then sent to SSPT (Student Support and Progress Team).

Students who are presented to the SSPT, are reviewed to determine why they are not making gains. Once the forms are filled out, teachers have provided data, iREADY, DIBELS, student work, and report card grades are gathered and reviewed, there is a formal individual meeting with the parents to discuss the finding and set attainable goals. If a student fails to meet the goals, they may be referred for assessment for Special Education.

## **Socioeconomically Disadvantaged Students**

As of February 2017, 84% of our students are classified as socio-economically disadvantaged, which makes us Title I school-wide. LAUSD uses the annual meal application code to determine a student's status.

Following the guidelines for Title I funds, Plainview AC A ensures that all students are provided with the necessary tools to succeed academically and socially regardless of their socio-economic status. Students are not required to provide school supplies and are given what the need.

Since we are Title I school-wide, students get put into groups based on ability and not economic standing. We do keep a list of struggling families incase opportunities

arise for assistance for them, for example food and toy drive during the Christmas holiday.

Students' progress is monitored by District Data Reports. We use MyData to disaggregate data and reports to monitor the progress of this sub group. We also keep the data base of iReady updated so that we can use that data as well to monitor students' progress.

## **Students with Disabilities**

### **Special Education**

The District shall continue to serve the needs of special education students enrolled in District affiliated charter schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree along with the District Affiliated Charter School.

### **Conversion Affiliated Charter**

#### **1. District Affiliated Charter School's Special Education Responsibilities**

##### **a. General Requirements**

The District Affiliated Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to ensure that all students with disabilities are accorded a free appropriate public education ("FAPE") as is required of all District authorized schools. The District Affiliated Charter School will also ensure that no student otherwise eligible to enroll in the District Affiliated Charter School will be denied enrollment on the basis of their special education status.

The District Affiliated Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the District Affiliated Charter School.

The District Affiliated Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The District Affiliated Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs ("IEPs") in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The District Affiliated Charter School will maintain copies of assessments and IEP materials for District review. The District Affiliated Charter School will submit to the District all required reports, including

but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The District Affiliated Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The District Affiliated Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The District Affiliated Charter School will participate in internal validation review (“DVR”).

The District Affiliated Charter School is responsible for the management of its, personnel, programs and services. The District Affiliated Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations. The District Affiliated Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the District Affiliated Charter School.

**b. Transferring Students**

For students transferring to the District Affiliated Charter School from other school districts, District-operated schools or District authorized charters, the District will provide those related services required by the students’ IEPs immediately upon the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). District Affiliated Charter School will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with federal and state law and District policies and procedures.

**c. Assessments**

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the District Affiliated Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent’s request for assessment, the District Affiliated Charter School will convene a meeting to review and discuss the request in light of student records, acquired data and student performance to agree with or deny the request for

assessment. If the District Affiliated Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the District Affiliated Charter School concludes that there are suspected disabilities, the school must develop an assessment plan in Welligent for each student with suspected disabilities within the 15 day timeline. The LAUSD assessment plan describes the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The District Affiliated Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The District Affiliated Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

**d. Alternative Placements**

Under limited circumstances when a District Affiliated Charter School student's needs may not be provided at the District Affiliated Charter School, the District Affiliated Charter School will consult with the District to discuss placement and service alternatives. The IEP team convened at the District Affiliated Charter School shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the District Affiliated Charter School pursuant to an IEP.

**e. Least Restrictive Environment**

The District Affiliated Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The District Affiliated Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the District Affiliated Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

**f. Staffing Requirements**

The District Affiliated Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The District Affiliated Charter School will maintain responsibility for monitoring progress towards meeting specified IEP goals. The District Affiliated Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

**g. Student Discipline/Inclusion**

The District Affiliated Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions and the District's Discipline Foundation Policy. Prior to recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the District Affiliated Charter School will convene a manifestation determination IEP set forth in the District's Policies and Procedures Manual. The District Affiliated Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with resident schools with similar demographics. The District Affiliated Charter School's outreach efforts should be geared toward aligning with the District-wide average. The District Affiliated Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will make available to the District Affiliated Charter School MCD reports indicating range of services and number of students served at individual District affiliated charter schools.

**2. Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the District Affiliated Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the District Affiliated Charter School initiates due process proceedings, both the District Affiliated Charter School and the District will be named as respondents. Whenever possible, the District and the District Affiliated Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

**3. Complaints**

The District will investigate and respond to all special education complaints the District receives pertaining to the District Affiliated Charter School including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance. The District Affiliated Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

#### **4. Funding of Special Education**

The District Affiliated Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for District Affiliated Charter School students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws.

#### **5. District Responsibilities Relating to District Affiliated Charter School Special Education Program**

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to District Affiliated Charter School staff as well.

#### **\*Modified Consent Decree Requirements**

All District affiliated charter schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All District affiliated charter schools are required to use the current version of the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from any schools that are not connected to the District's current Student



Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12<sup>th</sup> Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires all District authorized schools, including District affiliated charter schools, to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All District affiliated charter schools are required to utilize MiSiS. Upon full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

### **Students in Other Subgroups**

Plainview ACA uses LAUSD enrollment forms. Those forms gather data regarding subgroups. The Home Language and Ethnicity Information section identifies possible English Language Learners and which race a student identifies with. The Additional Household Information section identifies Foster Youth. The Student Educational Information identifies Special Education students. There is a separate form that is included in the packet that identifies Homeless Youth. Once information is entered into My Integrated Student Information System, students can easily be identified by running various reports or by pulling up individual student’s information.

Once subgroups have been established, they can be monitored by MiSis (My Integrated Student Information), MyData, our School Report Card, and iReady. Our main subgroups which are numerically significant, are English Language Learners, Hispanic/Latino, White (not Hispanic/Latino) and Special Education.

Special Education students’ progress is monitored by their I.E.P. (Individual Education Plan) for the individual student and MyData will show their progress on the SBAC. Not all Special Education students take the SBAC, so it is not a true reflection of their growth. Special Education students do take the iReady Assessments and their teachers can use that data to help monitor growth. That data is also visible to the administrator and Leadership Team.

English Language Learners’ progress is monitored by the CELDT (California English Language Development Test), SBAC, DIBELs, iReady assessment, and

classroom grades. The Categorical Advisor provides teachers with monthly rosters and tracks a student’s readiness to re-designate to English Proficient.

## “A TYPICAL DAY”

A typical day at Plainview Academic Charter Academy begins with breakfast in the classroom, followed by the flag salute and morning announcements. Classes with English Language Learners begin each day with 45 to 60 minutes of English Language Development lessons. Classes with English only students begin their day with the Language Arts block. All classes engage in reading and writing activities that reach across the curriculum. Criteria charts and rubrics are used to maintain rigor and adherence to state standards.

Through the course of the day, classes may visit the library, computer lab, art center, science lab, and garden. They may also attend physical education, or drama class. These extensions of learning enable all students to engage in the pursuit of academic excellence. They provide students with the opportunity to utilize different modalities of learning and engage all students in accessing their grade-level state standards.

The typical day continues with math curriculum. Every class engages students with interactive math lessons utilizing technology and manipulatives. Flexible groups enable the teacher to meet the individual needs of all students. Students are made aware of math expectations by discussing and posting the state standards.

After lunch, students are in the Science lab where Next Generation Science Standards are being taught. They may be in the auditorium with the Drama teacher, or in our library where they have access to culturally relevant books. Physical Education is taught for the mandated 200 minutes. This is also the time for health and social studies.

Activity Time Block	Description Structure & Strategies	Integrated Opportunities For Program Enrichment	Outcomes
<b>Morning Routine</b> Morning Business 8:05 a.m. – 8:15 a.m.	- Attendance - Announcements 8:15	- Flag Salute - Daily Broadcasts	- Engage all community members - Dispense timely, critical initiatives - Enlist broad-based stakeholder participation - Celebrate and reflect on achievements
<b>Language Arts Block</b> 8:15 a.m. - 10:00 a.m. E.L.D. Instruction	-Teaching in flexible groups of standards-based and E.L.D. content, enhanced with California Treasures Reading Program (Currently in use as we awaiting new textbook adoption)	- Cooperative Grouping - Differentiated curriculum for different learning groups - Accelerated Reader - Hands-on, inquiry-based instruction - Literature circles	- Provide a stimulating, engaging and challenging environment for every student - Cross-disciplinary projects to enhance critical thinking and various resources - Cross-disciplinary learning through the thoughtful use of technology to create a final product

	- Lecture/discussion	- Accumulation of student portfolios - Flexible Grouping	- Effective writing and speaking skills
<b>Independent Work Time</b> Takes place throughout the day	- Writing Extensions - Thematic Units - Extensions - Differentiation (G.A.T.E., E.L.L., Resource) - Re-teaching Skills	- Library - Computer Lab	- Grade-level reading - Critical reading - Reading skills and strategies
<b>Mathematics Block</b> 11:00 a.m. - 12:10 p.m.	- My Math Program - Cooperative Learning - Hands-on Manipulative Math - Intervention, reteach	- Flexible Grouping - Hands-on equations - Fact-A-Thon - Hundred's Day	- Students reach benchmark, proficient, or advanced levels of proficiency in District, state and teacher-generated assessments - Refined teaching content with supplemental sources to create students who effectively apply math problem-solving skills to real-world scenarios
Lunch 12:10 p.m. – 1:00 p.m.	- Sustenance	- Student Council	- Global awareness - Cooperative play - Character education
<b>Afternoon Routine</b> Social Studies and Science Block 1:10 p.m. - 2:20 p.m.	- Standards-based curriculum - Interactive/hands-on modalities to illuminate abstract concepts. <i>These days alternate to allow for a concentration of activity</i>	- State and District standards-based curriculum - Interactive activities and models - Hands-on Science Lab - Computer Lab - Simulations - Learning through the Arts - Lessons in the Art Center - Multicultural dances - Exhibits - Presentations - Field Trips - Expert Visits - Career Day - Too Good for Drugs - Character Counts - Second Step	- Full integration of Arts and academics with real-world examples - Cause & Effect
Dismissal 2:29 p.m.			
Afterschool Programs 2:30 p.m. - 6:00 p.m.	- Woodcraft Rangers - Youth Services	- Homework Club - Computer Club - Science Club - Dance Club	- Homework is completed and corrected - Extensions of core curriculum and standards

		- Sports Club	- Hands on activities - Cultural awareness
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## **ELEMENT 2 – MEASURABLE PUPIL OUTCOMES, AND ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

*“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)*

*“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)*

### **STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests, including computer-based assessments. As a District affiliated charter school, Charter School shall test with the District and adhere to District testing calendars and procedures for all state mandated assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with District policies and procedures and the requirements of California Code of Regulations, title 5, section 861. Charter School shall submit and maintain up-to-date and accurate school and student data in MiSiS and other data systems used or required by the District.

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§47605(c)(1), 60605.)

Charter School shall work toward meeting all applicable District goals, including but not limited to the school and student outcome goals set forth in the LAUSD’s Local Control and Accountability Plan (LCAP), as it may be amended, updated, and/or replaced by the District, throughout the term of the Charter.

Charter School shall comply with all applicable laws, regulations, and District policies and procedures related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

#### **Our Vision for Student Outcomes**

Plainview ACA’s curriculum includes integrated, inquiry-based K-5 curriculum closely aligned with California state standards in the core areas of language arts,

science, math, and social studies. Cross-curricular, project-based learning. The Arts are used to enhance core curriculum.

Plainview ACA program embraces clear and public standards of what students are learning and expected grade level benchmarks. Standards guide assessments and help to monitor student's progress. This ensures that we are meeting the academic needs of all students.

Standards must be accompanied by a rigorous curriculum that is aligned with those standards. The goal of the Plainview ACA is to continue to provide challenging 21st Century curriculum that will not only meet, but also exceed the minimum thresholds established by LAUSD and the state.

Our teachers are held to high standards, and they are knowledgeable of the latest research, methodologies, and pedagogies. Strategies for significant and on-going teacher professional development using the selected curricula is included in the Plainview ACA curriculum program.

## **Desired Outcomes of the School's Instructional Program**

**1. Language Arts:** Students will become effective communicators. They will be able to read, write, listen, and speak effectively meeting the requirements of the English Language Arts Common Core standards for their grade level. Students will be able to incorporate the language of all disciplines across the curriculum and give concrete examples when writing and speaking. Furthermore, they will actively read, listen, and can locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations.

**2. Mathematics:** Lessons will be presented in an exciting, enriching, and engaging manner with the use of technology and manipulatives. Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic manipulation and construction. Students will also create/generate their own real world word culturally relevant problems to gain further their understanding of the math processes.

**3. Science:** Students will acquire proficiency in the fundamental concepts and terms of the various disciplines of Life Sciences, Earth and Space Sciences, and Physical Sciences. They will attain proficiency by engaging in inquiry-based experiments. Students will formulate their hypothesis and utilize experiments demonstrating the scientific method as they engage in hands-on critical thinking experiments in our science lab. They will apply their skills to gain further understanding of the California Next Generation Science Standards.

**4. History and Social Studies:** Students will demonstrate an understanding of culture, diversity, and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives. They will demonstrate an understanding of the rights and the origins, functions, and sources of power, authority, and governance of various populations. "Without a sense of history, no man can truly understand the problems of his own time." (*Sir Winston Churchill*)

**5. Technology:** Students will become familiar with desktop computers, Chrome books and iPads. They will use iReady, Accelerated Reader, word processing and other applications to enhance their core curriculum and prepare them for a technologically advanced society. Students will develop skills and be familiar with various applications to accomplish goals in all other disciplines, such as spreadsheets, Photoshop, Keynote, PowerPoint, etc. Students will understand the use of current technology and its real-world applications. Students will learn to navigate the Internet safely while conducting research.

**6. Arts:** Students will develop knowledge of and appreciation for the arts such as music, visual arts, theatre, and dance. This will be promoted through an academic curriculum intertwined with enrichment instruction. Currently, LAUSD provides a full year of one discipline and one semester of another discipline.

**7. Physical Education:** Students will build a healthy, balanced body, and mind through various intramural sport activities and drills. All Physical Education standards and mandates will be addressed with the dedicated time of 200 minutes for psychomotor skills development.

### **C. Frequency and Methods by which Students Are Assessed**

Plainview Academic Charter Academy believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their delineated strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

Prior to the new school year, all teachers receive test data of their students at our first professional development meeting. The data is analyzed from the prior year and an instructional agenda is formulated based on the needs of each student.

We use a variety of assessment tools to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, administration examines and discusses data with teachers on an on-going basis throughout the year.

Standardized assessments may include, but are not limited to: C.S.T. (yearly), C.E.L.D.T. (yearly), California Treasures (as directed), District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (4th and 5th grade - 3 times a year). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how a student or students are performing in relation to other students who take the same test.

Authentic assessments are on-going and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher-devised tests, teacher observations, checklists, anecdotal records, publisher-provided criterion referenced tests, and projects. Also, known as performance assessments, they allow for meaningful application of essential knowledge and skills.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction

## **MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

Plainview ACA will continue to make gains in Proficiency for All students. As demonstrated below, we are projecting gains for the 2016-2017 school year. Plainview ACA is working towards the LAUSD goal of reading on grade level when entering the third grade. To support this effort, we are implementing the District's ELLP program.

According to Plainview's 2015-2016 school report card under Goal 2: Proficiency for All

How many 2 <sup>nd</sup> graders meet the end-of-year benchmark on DIBELS by subgroup?	2014-2015	2015-2016	2016-2017
English Learners	- -	33%	36%
Reclassified Fluent English Proficient	- -	-	-
Socioeconomically Disadvantaged	65%	62%	68%
Foster Youth	- -	- -	- -
Students with Disabilities	- -	- -	- -

How many 3 <sup>rd</sup> -5 <sup>th</sup> graders meet or exceed standards in English Language Arts (ELA)	2014-2015	2015-2016	2016-2017
English Learners	3%	0%	3%
Reclassified Fluent English Proficient	44%	44%	-
Socioeconomically Disadvantaged	22%	27%	29%
Foster Youth	- -	- -	- -
Students with Disabilities	- -	- -	- -

How many 3 <sup>rd</sup> -5 <sup>th</sup> graders meet or exceed standards in Math by subgroups?	2014-2015	2015-2016	2016-2017
English Learners	0%	3%	4%
Reclassified Fluent English Proficient	28%	36%	39%
Socioeconomically Disadvantaged	17%	18%	19%
Foster Youth	- -	- -	- -
Students with Disabilities	- -	- -	- -

How many 5 <sup>th</sup> graders score Proficient or Advanced on the California Standards Test (CST) in Science?	2014-2015	2015-2016	2016-2017
All Students	38%	54%	59%



## **MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

As a District affiliated charter school, Charter School shall meet or exceed the District standards and guidelines for implementing diagnostic, screening, periodic and/or benchmark assessments. Charter School shall be responsible to pay all costs related to the implementation of any alternate and/or replacement diagnostic, screening, periodic and/or benchmark assessments.

Plainview ACA will continue to participate in SBAC, CELDT, DIBELS and TRC testing and will follow LAUSD's testing window. In addition, Plainview ACA will continue to use the iReady online assessment program to assess language arts and math at least three times a year (beginning, middle and end). It is expected that all students make gains on their assessment to reach the goal of proficiency for all. This means that they will be working at or above their grade level.

Teachers will review completion reports at the end of the assessment window and provide information to parents regarding students' progress. The Leadership Team will also review the completion reports, District reports and state reports to monitor students' growth, drive curriculum and professional development.

## **DATA ANALYSIS AND REPORTING**

Plainview ACA purchased and uses iReady, from Curriculum and Associates, for student assessment and progress monitoring in Language Arts and Mathematics. Built for the Common Core, i-Ready combines a valid and reliable growth measure and individualized instruction in an online product. It provides diagnostics for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. Students are currently assessed within the first 6 weeks of school, mid-year upon their return from Winter Break and in May before the end of the school year.

Plainview ACA also follows LAUSD's testing/assessment calendar and requirements. The District provides use of DIBELS (Dynamic Indicators Basic Early Literacy Skills), and TRC (Text Reading Comprehension) and the testing windows. The results of these assessments are used to drive Language Arts curriculum and for reclassification of English Language Learners, as per District policy.

Another assessment used is Accelerated Reader (AR). AR is a computer program that helps teachers manage and monitor student's independent reading practice. Students pick books at their own level and read at their own pace. Most children's books and our current reading series are in the data base. Students take a quiz at the end of the book or story from Treasures to determine their comprehension. Students also take assessments through-out the year to determine their reading range. Reading ranges are shared with students and parents so that students continue to pick books in their range and progress in their independent reading skills.

This data along with student work and teacher observations drives curriculum and indicates which students are struggling. This data allows the teacher to create small groups to work on targeted areas. Students can work independently on computer lessons designed for them using the iReady program. Since students are assessed at least three times a year, parents are informed at parent conferences of a student's progress during the reporting period. Student's progress or lack thereof can be easily evaluated and substantiated by current assessment data.

### **GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION**

As a District affiliated charter school, Charter School shall adhere to and implement District policies and procedures regarding grading, progress reporting, and promotion/retention.

## ELEMENT 4 – GOVERNANCE

*“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)*

### GENERAL PROVISIONS

As a District affiliated charter school, Charter School is subject to the governance and control of the LAUSD Board of Education. Governance at the school site level shall be in accordance with the provisions of this Charter and shall be consistent with all applicable state, federal laws and regulations, District policies, and the provisions of LAUSD collective bargaining agreements (CBAs). Adoption of any governance structure or model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Charter School shall adhere to the requirements of Article XXVII of the LAUSD-UTLA CBA, as it may be amended from time to time, including but not limited to provisions related to Local School Leadership Council composition and responsibilities, and provisions regarding councils and committees (e.g., Title I School Site Councils).

Charter School shall adhere to and implement all applicable District policies and procedures for compliance with California open meetings laws (i.e., the Brown Act and the Greene Act, as applicable) and the California Public Records Act.

All staff and representatives of Charter School, including members of Charter School’s local governing council, members of school committees and other councils, and school administrators, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its local governing council are and remain consistent with applicable laws, District policy, the provisions of LAUSD collective bargaining agreements (CBAs), any applicable District-UTLA waiver(s), and the provisions of this Charter.

The District reserves the right to appoint a non-voting single representative to Charter School’s local governing council.

### LEGAL AND POLICY COMPLIANCE

As a District affiliated charter school, Charter School shall comply with all applicable federal and state laws and regulations, and District policies and procedures, as they may change from time to time.

In coordination and consultation with the District, Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the

requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall notify parents, guardians, and staff in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

## **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to its responsibilities under Title IX of the Education Amendments of 1972 (Title IX), Section 504 of the Rehabilitation Act of 1973 (“Section 504”), and the District’s Uniform Complaint Procedures.

As a District affiliated charter school, Charter School shall adhere to all applicable federal and state laws and regulations, and District policies and procedures, regarding pupil fees, including but not limited to procedures related to complaints filed pursuant to Education Code section 49013.

Charter School shall comply with the requirements of Education Code section 52075 and District policies and procedures regarding the filing of complaints related to certain provisions of the Local Control Funding Formula legislation.

## **RESPONDING TO INQUIRIES**

Charter School shall promptly respond to all District inquiries, including but not limited to inquiries regarding financial records, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

## **NOTIFICATION OF THE DISTRICT**

Charter School shall provide the appropriate Local District and the Charter Schools Division with copies of all collective bargaining waivers and/or exemptions within 10 days of the execution date of the waiver/exemption.

Charter School shall notify the appropriate Local District and the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints or notices, within one week of receipt of such notices by Charter School. Charter School shall also notify the appropriate Local District in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the appropriate District office(s) and Local District immediately of any dire emergency or serious threat to the health and safety of students or staff.

## **STUDENT RECORDS**

Charter School shall comply with and implement all District policies and procedures related to the creation, use, maintenance, storage, and transfer of student records.

When a student transfers for any reason from Charter School to any other school district, Charter School shall notify the superintendent of the school district of the student's last known address within 30 days, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

## **STAKEHOLDER INVOLVEMENT**

Plainview ACA adheres to all LAUSD guidelines for parental involvement. The Community Representative oversees the volunteer program, providing parent workshops, and running the Parent Center. The Categorical Programs Advisor conducts the informational meeting and elections for the Governance/School Site Council and English Learner Advisory Council. The composition of the Governance/School Site Council and the E.L.A.C., the duties they perform, and how often they meet follow LAUSD guidelines.

All stake holders are kept informed by monthly printed newsletters, a school web site, <http://plainviewave-laUSD-ca.schoolloop.com/>, informational flyers and calls home. Currently, everything printed and calls home are in Spanish and English.

All stake holders are encouraged to become a registered Volunteer and must follow LAUSD guidelines for Volunteers. Volunteering is not mandated nor do we have a specified number of hours that a volunteer must complete.

We have our annual Title I informational meetings, Coffee with the Principal, English Learner Advisory Council monthly meetings, Governance and School-site Council meetings on the first Thursday of the month, and Parent Teacher Association (P.T.A.) meetings on the last Wednesday of the month. Parents are encouraged to attend all meetings. Specifics of the Charter, LCAP, SPSA are discussed with both E.L.A.C. and Governance/School Site Council. The Governance/School Site Council must vote upon and approve the budget, SPSA, LCAP, and general expenditures.

Parent workshops will continue to inform parents on School Report Card, Graduation Requirement, and other parent selected topics. Parents will continue to participate in the annual needs assessment to help determine future spending and help design our educational program.

## **FEDERAL PROGRAM COMPLIANCE**

As a District affiliated charter school, Charter School shall comply with and implement all applicable District policies and procedures related to the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs.

## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)*

## **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

## **STAFFING**

Charter School shall comply with and implement all applicable state and federal laws and regulations, District policies, and LAUSD collective bargaining agreements (subject

to any applicable waiver or exemption validly and timely executed by the appropriate parties) related to staffing, credentialing, and assignments.

Charter School shall be subject to all District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions related to salaries, classifications, qualifications, and assignments. Unless the District has assigned all employees in a classification to a specific basis, Charter School will have autonomy in assigning positions to specific working bases.

Selection of the principal shall remain the purview of the LAUSD Superintendent.

### **CERTIFICATED PERSONNEL**

Charter School shall comply with federal and state laws and regulations, District policies and procedures, and applicable collective bargaining agreements in the selection and class assignment of certificated staff. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District-approved lists of eligible candidates as determined by the LAUSD Human Resources Division, which may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on current hiring conditions in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases in which no other alternative is available (e.g., in order to provide reasonable accommodation in compliance with the Americans with Disabilities Act).

### **CLASSIFIED PERSONNEL**

Charter School shall comply with applicable federal and state laws and regulations, including but not limited to the merit system provisions of the Education Code, Personnel Commission Rules, and applicable collective bargaining agreements in the selection and assignment of classified staff. Unless valid reemployment lists exist, Charter School will have the autonomy, when selecting classified employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Charter School; however, the Personnel Commission retains the right to make such assignments in cases in which no alternative is available (e.g., as a result of reductions-in-force or reasonable accommodations in compliance with the Americans with Disabilities Act.)

Element 6 – Health and Safety Procedures

***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school***

*furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)*

## **GENERAL PROVISIONS**

Charter School shall comply with all federal, state, county, and city laws and regulations, and District policies and procedures, related to health, safety, and emergency preparedness, as they may be changed from time. Charter School shall comply with and implement all District policies and procedures related to protecting the health and safety of students and staff, including but not limited to policies and procedures related to child abuse and neglect reporting and awareness training, and allegations of employee-to-student sexual abuse.

## **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to health, safety, and emergency preparedness, including but not limited to the required creation, maintenance, and implementation of a Safe School Plan. Charter School shall ensure that its staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff in accordance with District policies and procedures.

Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Preparedness Plan (Safe School Plan), and keep it readily available for use and review upon District request.

## **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its administrators, other staff, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

## **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

As a District affiliated charter school, in order to protect and promote the health and safety of students and staff, Charter School, including its staff, contractors (vendors), and volunteers, shall adhere to the policies and procedures of the District related to fingerprinting and criminal background clearances.



## **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

As a District affiliated charter school, in order to guarantee the health and safety of students and staff, Charter School shall ensure that all staff, contractors (vendors), and volunteers adhere to the policies and procedures of the District related to tuberculosis risk assessment, examination and clearance. Charter School shall comply with and implement all District policies and procedures related to the immunization and health screening of its students, including but not limited to the immunization of students as a condition of attendance and screening for vision, hearing, and scoliosis. Charter School shall create, use, maintain, store, transfer, and dispose of student health records in accordance with District policies and procedures.

## **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act. Ed. Code section 234 et seq. and related District policies and procedures.

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.”* (Ed. Code § 47605(b)(5)(G).)

### COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School shall take all reasonable steps to attract and maintain a racially integrated student body in a manner consistent with the Court-ordered Integration Program, applicable law, and District policy. Any provision of Integration Program resources to Charter School (e.g., Magnet, Permits with Transportation, and/or Transportation resources) is subject to change, in whole or in part, for budgetary and/or other reasons, at the sole discretion of the District.

## ELEMENT 8 – ADMISSION REQUIREMENTS

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### GENERAL PROVISIONS

Charter School shall admit all students who wish to attend the school. (Ed. Code § 47605(d)(2)(A).) As an existing District school that has converted to become a District affiliated charter school, Charter School’s first priority is to admit students who reside in the former attendance boundary of the school. (See Ed. Code § 47605(d)(1).) If the number of students who wish to attend Charter School exceeds its operational capacity, as determined annually by the District, Charter School shall conduct a public random drawing/lottery. (Ed. Code § 47605(d)(2)(B).) Charter School’s existing students (regardless of residence or any other factor) shall be exempt from the lottery. Prospective students who reside within the former attendance boundaries of Charter School (“resident students”) shall have first priority admission preference at all times and are thus deemed exempt from the lottery as well. (See Ed. Code § 47605(d).) Charter School shall provide a second priority admission preference for prospective students residing within LAUSD boundaries, but not residing within the former attendance area of Charter School. (Ed. Code § 47605(d)(2)(B).)

Students who participate in the lottery but are not selected for admission during the lottery shall be placed on a waitlist. As seats become available, Charter School shall fill seats from the waitlist. This waitlist shall be effective until the end of the programmatic year to which it pertains.

If, at any time during the school year, the total enrollment of Charter School approaches its operational capacity and Charter School appears potentially unable to enroll new students who reside within the former attendance boundary of Charter School, Charter School shall immediately consult and coordinate with its Local District administration as well as the District’s School Management Services and Student Integration Services, to manage its enrollment so that Charter School remains in compliance with all applicable laws and legal obligations (e.g., Crawford v. LAUSD) and that, to the maximum extent possible, Charter School is and remains able to enroll, at all times throughout the year, any and all students who reside within Charter School’s former attendance boundary who wish to attend.

If Charter School determines, in accordance with applicable law and District policies and procedures, that any student/parent used fraudulent address information to establish resident status within Charter School’s former attendance boundary to gain enrollment prior to the school’s conversion to a District affiliated charter school, or to gain enrollment through an admission preference in Charter School’s lottery and enrollment process, the student may be withdrawn and referred back to his/her school of residence in accordance with District policy and applicable law. If, at that time or any time subsequent, the student seeks re-enrollment in Charter School, Charter School shall

make its admissions determination in compliance with applicable law and the terms of this Charter.

## **Student Recruitment**

Plainview ACA enrolls all students who apply. We accept students assigned to us from the Special Education office, and we take students who want to change from their LAUSD boundary school. We have a school brochure and attend community outreach programs, such as National Night Out. We maintain a school web page Plainview ACA conducts prospective student tours as needed and holds meetings to inform the public as to school policies and programs offered.

## **Lottery Preferences and Procedures**

Plainview ACA is located and operated within the boundaries of Local District Northeast of Los Angeles Unified School District. It is open to all students who wish to apply. As a LAUSD affiliated charter, admission preference is given to pupils who reside within our attendance area. Special Education students are assigned to Plainview ACA by the Special Education Division. Students outside of Plainview's residency boundary are granted a Charter Permit on a first come first served basis. Students on permit and their siblings have priority over new enrollees.

Since becoming an affiliated charter, Plainview ACA has not reached maximum capacity and has not needed to use the Lottery Form. Should the number of pupils that wish to attend Plainview ACA exceed the enrollment limit, a public random lottery will take place to determine the school enrollment in accordance to Education Code, section 47605(d)(2)(B). Preference will be given to pupils that reside within the L.A.U.S.D. attendance area, and to students currently attending the school and their siblings. The school will designate a deadline and all interested students will be considered for the public random drawing. Public notice will be posted regarding the date and time of the public drawing once the deadline date has passed. A waiting list will be developed from the list of students that do not receive admission and will be considered should a vacancy occur during the year. Transportation is not provided for General Education students. Plainview Academic Charter Academy adheres to all applicable laws governing the minimum age for public school attendance.

## **SCHOOLS FOR ADVANCED STUDIES (SAS) PROGRAM**

If Charter School offers an SAS Program, it shall not consider any student's eligibility or interest in the program in determining admission to Charter School. Once a student has been admitted/enrolled in Charter School, Charter School may accept and process an application from the student per SAS Program participation guidelines.

## **MAGNET PROGRAM**

If Charter School offers a District-approved Magnet Program, admission to the Magnet Program shall be determined in accordance with the rules and procedures established by the District's Court-ordered Integration Program per the Crawford court order. Students duly enrolled in a Magnet Program offered by Charter School shall be considered "resident students" of Charter School for purposes of admission and enrollment.

## **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students. Charter School shall comply with all applicable state law and related District policies and procedures regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.

## **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences, if any, set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

*“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(l).)*

As a District affiliated charter school, Charter School will not provide for a separate audit but will be included in the annual audit for LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

*“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)*

### **GENERAL PROVISIONS**

As a District affiliated charter school, Charter School shall comply with and implement all District policies and procedures related to student discipline and behavior, suspension, and expulsion.

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall implement alternatives to suspension and expulsion, especially in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Charter School acknowledges that the District’s Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all other due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

### **STUDENTS WITH DISABILITIES**

Charter School shall implement District policies and procedures ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be determined in coordination with the appropriate LAUSD Special Education Service Center and/or other appropriate District office.

Charter School shall implement proper disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973, and District policies and procedures. In the case of a student who has an IEP, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the



District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School's administrator shall convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to, the student's disability?
- B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

## **NOTIFICATION OF STUDENT'S DISTRICT OF RESIDENCE**

Upon the expulsion of any student, if the student is a resident of a school district other than LAUSD, Charter School shall notify the Superintendent of the school district of the student's last known address within 30 days of the expulsion, and shall, within 10 school days of receiving a records request, provide that school district with a copy of the student's cumulative record, including a transcript of grades or report card and health information. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records.

## **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's Student Information System and shall make such outcome data readily available to the Charter Schools Division upon request.

## **READMISSION**

Charter School shall comply with all District policies and procedures related to requests for readmission by students expelled from Charter School.

## **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)***

District employees working at or assigned to Charter School will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD, inclusive of but not limited to provisions related to salaries, unemployment benefits, retirement benefits (including CalSTRS and CalPERS), health insurance, life insurance, and all other assigned compensation and benefits.

As LAUSD employees, Charter School’s administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

## ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Students of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A student residing within the territorial boundaries of the District who chooses not to attend Charter School may contact the appropriate Local District to seek assistance in enrolling in another District school in accordance with District policies and procedures. Alternatively, the student may pursue an inter-district transfer, if available, in accordance with admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

A student currently enrolled at Charter School who resides outside the territorial boundaries of the District and who chooses not to continue attending Charter School may attend a public school within the student’s school district of residence in accordance with applicable law and that school district’s policies and procedures, or seek enrollment at another charter public school pursuant to applicable law and the terms of the school’s charter.

## ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

As a District affiliated charter school, all administrators, faculty and staff of Charter School are and shall be LAUSD employees. All Charter School employees shall be hired by the District and maintain the same relationships with and through all respective bargaining units as other District employees at non-charter schools.

## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

Charter School agrees to resolve any claim, controversy or dispute (“Dispute”) arising out of or relating to the Charter, except for any claim, controversy or dispute that is in any way related to revocation of this Charter, pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved by a collaborative team from the appropriate Local District and the Charter Schools Division in accordance with the procedures set forth below:

- 1) Notification of any Dispute shall be made in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the District by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00 PM; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

To Charter School: Plainview Academic Charter Academy  
c/o School Principal  
10819 Plainview Avenue  
Tujunga, CA 91042

To District: LAUSD  
Attn: Director, Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to Charter School within twenty (20) business days from the date of receipt of the Written Notification. The parties shall schedule a conference at a mutually agreeable time and place to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by Charter School. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon the date of delivery to the address of the person to receive such notice if delivered by 5:00p.m; otherwise, it is deemed received on the next business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at or under the auspices of the Issue Conference, either party may then request that the Dispute be resolved by the Superintendent or his/her designee.

## ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### CLOSURE ACTION

In order to close Charter School, the LAUSD Board of Education must take a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the LAUSD Board of Education revokes or denies renewal of the Charter; the LAUSD Board of Education takes specific Board action to close Charter School pursuant to the Board’s general authority and/or its unique authority as the legal governing board of Charter School pursuant to the Charter Schools Act of 1992; the Charter lapses; or the LAUSD Board of Education or its designee approves Charter School’s request to revert to a non-charter District school.

In the event of a Closure Action, unless the LAUSD Board of Education or its duly authorized designee expressly directs otherwise, Charter School shall revert to a District traditional school.

### REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provision of the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Pursuant to AB 97, Charter School may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils, or otherwise takes specific Board action to close Charter School pursuant to the Board's general authority and/or its unique authority as the legal governing board of Charter School. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

## **REQUEST FOR VOLUNTARY REVERSION TO NON-CHARTER SCHOOL STATUS**

In the event that Charter School, pursuant to a duly executed Local School Leadership Council action, determines to request approval to revert voluntarily to a non-charter District school, Charter School shall contact its assigned Charter Schools Division administrator, who will provide information and guidance regarding the applicable procedures for submitting and processing a request for voluntary reversion to non-charter school status.

## **CLOSURE PROCEDURES**

In the event of a Closure Action, Charter School shall immediately act and operate in all matters as a traditional District school, unless otherwise directed by the LAUSD Board of Education or its duly authorized designee. If and to the extent that they are not already District property or rights, all assets of Charter School shall be automatically transferred to LAUSD. The District reserves the right to conduct a close out audit or other audit.

Charter School shall issue written notification of the school's closure as a District affiliated charter school, and reversion to a non-charter District school, to the parents/guardians/caregivers of all enrolled students of Charter School within 72 hours of a Closure Action. Such notification must include, but is not limited to, notice of the effective date of closure as a District affiliated charter school and information regarding student enrollment and/or transfer options as appropriate. Charter School shall simultaneously provide a copy of the written parent notification to the appropriate Local District Superintendent and Charter School's assigned Charter Schools Division administrator.

If Charter School serves any students who reside outside District boundaries, Charter School shall notify, within 72 hours of a Closure Action, any school district that may be responsible for providing education services to the former students of Charter School. This notice must include a list of students potentially returning to that district based on student residence. Charter School shall simultaneously provide a copy of these notifications, if any, to the Charter Schools Division. Charter School shall comply with



and implement all District policies and procedures and terms of this Charter relating to the transfer of student records.

This Element 15 shall survive the revocation, expiration, termination, or cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School's school site remains subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Charter School shall adhere to all applicable district, state, and federal laws, regulations, and policies regarding facilities.

### **FISCAL MATTERS**

As a District affiliated charter school, Charter School's fiscal operations will be supervised by LAUSD. Charter School shall adhere to all applicable District fiscal policies and procedures, including but not limited to policies and procedures related to budgeting, procurement, third party contracts, student body funds, student store, donations, fundraising, payroll, imprest funds, and payment approval for goods and services.